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ABSTRACT

An annotated bibliography on part-time faculty in higher education is presented. The 53 publications (most dated 1978-1981) cover the following topics: using part-time faculty effectively, the legal position of part-time faculty, faculty development, support needs, utilizing part-time faculty for community-based education, support for training vocational-technical adjunct faculty, faculty response to retrenchment, the ethics and economics of supplemental teaching, instructional practices, the part-time teacher and tenure in California, an analysis of work and salary cost, orientation program, eight steps to parity, a statewide model for development for part-time faculty, academic discipline of instruction/research employees in Missouri state-supported higher education institutions during 1978-1979, sex discrimination at two-year institutions, and part-time faculty employment in Ohio. Part-time faculty in community colleges, private junior colleges, and universities are included. (SW)

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Part-Time Faculty

Prepared by

Karen Brown

November 30, 1982

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The increasing use of part-time faculty whether as a cushion against retrenchment or to avoid the expense of full-time positions, has led to considerable criticism of the trend on pedagogical, financial, and legal levels. Unions denounce "over-employment" of part-timers because it "exploits those who teach part-time at the same time it undermines salaries and benefits of full-time faculty members". Points are discussed for why part-time faculty employment is on the rise. Major legal issues have emerged, including the issue of tenure for part-time faculty. The California Court of Appeals landmark decision in a suit by the Peralta Federation of Teachers, Local 1603, against the Peralta Community College District is discussed and implications pointed out. Other cases involving different school districts are cited and a model plan is discussed to help meet the needs of the institution and the part-timers. The role of the part-time faculty member should be carefully spelled out by institutions, since the part-time faculty is here to stay.

Andes, John. "The Legal Position of Part-Time Faculty." Current Issues in Higher Education n4 (1980):8-12.

The author is a professor of higher education administration who reports that as part-time faculty become increasingly necessary in higher education, additional questions of their use, compensation and legal rights have arisen; that although there is established legal precedent upon which to base differential treatment of full-time and part-time faculty, the increasing use of the courts should warn institutions to more carefully write contracts distinguishing probationary, tenure of and temporary faculty rights. Because the rights of each classification vary, these contracts must be written to meet both legal as well as institutional requirements.

Bagwell, Richard and Ione Elioff. "Faculty Development for Part-Timers." Current Issues in Higher Education n4 (1981):13-17.

A study of Vista College, a part of the Peralta Community College district in California, points to the need for orientation and inservice development for part-time faculty. The distinction is made between the perhaps erroneous term "adjunct", and the reality of the position of these individuals as the backbone of the instructional programs in many community colleges such as Vista. Almost all faculty employed by Vista are part-timers. A survey of 408 current or recent Vista faculty was conducted. A faculty development program was then designed to increase teaching effectiveness and a sense of affiliation with the college by part-timers. Reactions to the program were positive and recommendations for colleges instituting similar programs are included.

Beman, Richard R. "Observations of an Adjunct Faculty Member." In M. Parsons (Ed.), New Directions for Community Colleges: Using Part-Time Faculty Effectively n30 (1980): 81-84

An opinion from an adjunct faculty member teaching for thirty years comprises this article. He points out the need for a more unifying group spirit among adjuncts, the differences between full-time adjunct faculty and part-time adjuncts, and discusses the paradox that adjuncts are held to a higher standard of performance than full-time faculty. The most common problem the part-timer has is his difficulty in communicating with other faculty members since he does not have the same access as a full-time staff member. He closes by stating that most part-time faculty teach because they love to teach and it is stimulating and keeps them abreast in their field.

Cooke, Harry L. and Allan S. Hurlburt. "Part-Time Faculty Needs Full-Time Support." Community College Review (Summer, 1976): 15-17.

The authors of this article stress the importance of the part-time faculty member taking a more active part in representing the community college to citizens of the community, participating more in professional activities sponsored by the college, and increasing participation in orientation, in-service training programs, and faculty and departmental meetings. Again a problem arises. The authors are saying that the part-timer can only be accepted by becoming more like a full-time who acts as a stabilizing element. However, most part-timers as is stated in the article, have a full-time 9-5 job and teach between the hours of 5 and 10 pm.

Cottingham, W. Thomas, Mayrelee F. Newman, and David M. Sims. "Is There Practical Help for the Part-Time Faculty - Our New and Neglected Majority?" Community College Review v9 n1 (Summer 1981):12-17.

Statistics show that between 1972 and 1976, five times as many part-time faculty as full-time were given new employment. The authors point out the positive aspects to the use of part-timers and quote several studies noting the comparisons of quality teaching between full-time and part-time staff and backgrounds of the two groups. Findings by Krauss, Bender and others, show that part-timers bring to their work approximately the same skills, ability and background as full-timers. The major problems for part-timers is pointed out to be then: staff development and compensation. The remainder of the article deals with staff development and the way three colleges have handled this issue.

Cruise, Robert J., Lyndon G. Furst, and Rudolf E. Klimes. "A Comparison of Full-Time and Part-Time Instructors at a Midwestern Community College." Community College Review v8 n1 (Summer, 1980):52-56.

This article reports the results of a three part survey done at a midwestern college conducted to determine whether part-time faculty are less costly than full-time faculty. The authors submit in their introduction that this conclusion has previously been assumed. Administration is concerned with relative effectiveness and cost difference of the two positions and, therefore, an evaluation of each was done by students, administration and the individuals being evaluated. The findings of the three evaluations

consistently resulted in higher ratings for full-time teachers. These ratings were then compared to respective faculty costs which were considerably less for part-time teachers. The conclusion reached was that at that community college part-time teachers might be just as effective as full-time teachers at lower cost and administration could and should benefit from their use. However, because other variants do exist, more research needs to be accomplished before this and other generalizations can be made.

Decker, Edward H. "Utilizing Part-Time Faculty For Community-Based Education." In M. Parsons (Ed.), New Directions For Community Colleges: Using Part-Time Faculty Effectively n30 (1980):61-65.

Community-based colleges are educational institutions with a social commitment. The means to reach the community are discussed. One way to achieve this goal is through the noncampus college. Community-based faculty is more than just outreach oriented. To be community based, a faculty must find ways to bring community relevance into the mainstream of college activity. Examples of various community colleges with such outreach programs are discussed along with benefits to the communities they serve.

DeSantis, Joseph P. "Support for Training Vocational-Technical Adjunct Faculty." In M. Parsons (Ed.), New Directions for Community Colleges: Using Part-Time Faculty Effectively n30 (1980):67-71.

Discussion concerning the need for financial assistance and inservice training for part-time vocational-technical faculty in Maryland begins the article. There is at this time no existing state support for a systemwide approach to provide inservice training for part-timers who are teaching an increasing number of students. It is felt that little is being done to improve the instructional productivity of the vocational-technical part-time staff. Hagerstown Junior College submitted a project to deal with this problem. The associate dean of instructional services served as the project designer. Support came from other colleges in the state and an inventory was taken on adjunct faculty to determine what they perceived to be their needs. The result of this plan has been structured workships conducted throughout the state and better cooperation between administrators, full- and part-time faculty.

Dick, Robert C. "Part-Timers and University Faculty Development." Paper presented at the Annual Meeting of the Speech Communication Association (November 12-15, 1981) Anaheim, CA. ED 210 713

Part-time faculty, especially in university speech communication departments, provide vitally needed help for full-time faculty with heavy teaching loads, continuity in professional development, and fresh perspectives on subject matter. This article states that there are three kinds of part-time faculty: those with new doctoral degrees

who have not yet found full-time positions, those teaching while seeking degrees, and those who prefer to teach only part-time due to other career or family responsibilities. The positive aspects of part-timers to the full-time staff and the college are explored. Suggestions for inservice workships, involvement of part-timers in committee activities, and appropriate reimbursement are discussed.

Eddy, Margot Sanders. "Faculty Response to Retrenchment." AAHE-Eric/Higher Education Research Currents (June, 1981). ED 202 446

Retrenchment and the changing academic profession are discussed in this article. It is suggested that faculty have three kinds of employment options to present conditions of scarcity of tenure-track positions and low salaries. The options are remaining on campus, engaging in supplemental work or leaving academe. Many faculty are remaining on campus and shifting to college administration, research, or support services. It is noted that overload teaching and consultation are large sources of faculty income which often result in retraining and additional job contacts.

Eliason, N. Carol. "Part-Time Faculty: A National Perspective." In M. Parsons (Ed.), New Directions for Community Colleges: Using Part-Time Faculty Effectively n30 (1980):1-12.

Ms. Eliason explores the area of part-time faculty mainly in the community college in this article. She addresses the part-timer as a "savior" whose hiring saves major institutional dollars for other

purposes, and also as the "villains in the struggle to save jobs from the retrenchment-minded". Faculty employment statistics are cited as well as part-time student statistics. Part-time benefits and hiring standards are discussed. The author points to major trends which in the coming years she feels will affect part-time status. Her opinion is that part-time faculty can improve the quality of instructional services and that the zero-based budgeting of the future should not halt these efforts.

Fent, James E. "Professional Development for Adjunct Faculty in Michigan Community Colleges." Ph.D. dissertation, Walden University (April, 1979). ED 172 855

This study investigated what selected community colleges identified as the professional development needs of adjunct faculty. Adjunct faculty members also contributed what they perceived as their needs. Guidelines were presented for an adjunct faculty professional development model for community colleges. Of the respondents, 88% indicated that their college did not have a professional development program for part-timers or it was informal; 79% of the adjunct faculty responding felt that they needed more information than they received and expressed interest in a closer liaison with full-time faculty and college administrators. A model development program is outlined and survey instruments discussed.

Ford, Marge L., and Jonne A. Long. "Faculty Load Report for the Metropolitan Community Colleges of Kansas City, Missouri." (Spring, 1981). ED 205 233

A report on workload and salaries for spring 1981 at the Metropolitan Community College. The first of six sections describes the methods of collection of information and provides an understanding on the use of the balance of the report. The remaining sections provide summarized information or analyze various responsibilities by discipline at each campus and throughout the district.

Freedman, Leonard. "The Ethics and Economics of Supplemental Teaching." Paper presented at the Annual Academic Planning Conference - University of Southern California, Office of Institutional Studies, Los Angeles, CA (June, 1979). ED 181 825

The ethics and economics of supplemental teaching, especially by part-timers is discussed. There are many individuals who seek to teach in university continuing education programs, however ethical conflicts for university faculty created by continuing education teaching may become serious in the future. This provision of opportunities to faculty can take them away from their primary responsibility of teaching. The economics of a full-time versus part-time staff is discussed. Integration of continuing education programs into campus instructional repsonsibilities must occur in more colleges in the future.

Friedlander, Jack. "Instructional Practices of Part-Time Faculty." In M. Parsons (Ed.), New Directions for Community Colleges: Using Part-Time Faculty Effectively n30 (1980):27-35.

Jack Friedlander's article addresses the question of whether the hiring of part-time faculty contributes to or detracts from the quality of a community college's education program. He procedes to examine the quality of instruction of part-time versus full-time faculty. The criteria used to compare the faculty are: teaching experience, degree attainment, length of time teaching at current institution, participation in the selection of course materials, reading requirements, use of instructional support services, use of out-of-class activities for course, grading practices, instructor availability to students, and involvement in instructional and professional development activities. The findings indicated that there are clear differences in the teaching instruction practices of part-time and full-time faculty. His conclusion is that if the above factors contribute to program effectiveness, then one could conclude that the quality of instruction provided is likely to be adversely affected as the proportion of part-time to full-time faculty increases.

Friedlander, Jack. "Using the Talents of Part-Time Faculty." Junior College Resource Review (December, 1978).

The author discusses the need for research to be conducted on the lack of equivalent opportunities for part-time faculty, support services and responsibilities, in comparison to their

full-time counterparts. Little research has been conducted on the effects these policies have on the instructors' ability to perform their roles effectively. He points out that although some community colleges have instituted professional development programs for their part-time faculty, few evaluation reports are available on the extent to which these programs have helped. A need for more research in the area of part-time faculty and the effect they have on their students, colleagues, instructional programs, and the institution is also expressed.

Gerry, Frank C. "Three Issues You'll Hear More About." AGB Reports v23 n2 (March-April, 1981):35-37.

Accreditation aside, major concerns of hiring part-time faculty include: faculty relations problems, use of part-timers to teach courses which could arguably be taught by full-time faculty, and concern over distribution of work and resources between the two groups as is evidenced in a number of collective bargaining situations. There is great diversity in the treatment of part-time faculty in collective bargaining and the future treatment of part-time faculty will affect the shape of collective bargaining. While financially attractive to use part-timers, hidden costs may arise. Concern over the integrity and cohesion of the curriculum in programs using predominantly part-timers, maintaining a uniform quality of instruction, and the full-time faculty's time used to evaluate part-timers, can all add to these "hidden costs".

Greenwood, Richard D. "Making 'What's-His-Face' Feel at Home: Integrating Part-Time Faculty." In M. Parsons (Ed.) New Directions for Community Colleges: Using Part-Time Faculty Effectively n30 (1980):55-60.

The point is made that although at least half of all faculty members are part-time instructors, it is curious that the most routine means of dealing with full-time faculty is not even considered for part-timers. In the rush to see that the part-timer has his class list and room number, a good many important bits of information can be forgotten. The author states that many part-timers are hired in a random manner - they are employed outside the mainstream and essentially kept out by virtue of the fact that integration is seldom attempted. Suggestions for improved conditions include office space for the part-timer, an opportunity to meet with peers and a voice in the planning and operation of the institution. One such means to this end is the formation of a committee of part-time faculty members. Another consideration discussed is the need for providing the part-time faculty with facilities for meeting with students.

Gunne, G. Manny, Samuel E. Kellams, and David W. Leslie. Part-Time Faculty in American Higher Education. New York: Praeger Publishers, 1982.

This volume summarizes and integrates the findings based on field studies conducted as part of a University of Virginia project. The work seeks to: describe the parameters of part-time faculty

employment in the United States, describe the terms and conditions of employment under which part-time faculty work, discuss the question of costs and benefits involved in employing part-time faculty and explore the part-time faculty role. These findings were based on use of multiple methods: limited surveys, literature searches, correspondence, and intensive field studies at eighteen institutions.

Guthrie-Morse, Barbara. "Agency for the 80's: Community College Organizational Reform." Community College Review v8 n4 (Spring, 1981):32-37.

Historical background to part-time faculty employment since the 1950's is discussed. A review of the most recent literature regarding the part-time faculty dilemma and identification of learner and organizational needs is included. Issues discussed include quality of part-time staff, equality of working conditions of full- and part-time faculty, and parity. The question of organizational structure reform is recommended to ensure that the

diversity, flexibility and economy which part-timers bring to an institution is maintained. The point is made that faculty skills and learner needs must be blended and should be a significant determinant in recruitment and retention for faculty.

Harris, David A. "From the President's Perspective: Part-Time Faculty in the 1980's." In M. Parsons (Ed.) New Directions for Community Colleges: Using Part-Time Faculty Effectively n30 (1980):13-16.

Dr. Harris gives a brief historical perspective on part-time faculty and rejects the notion that sheer economic necessity as justificaiton for part-time faculty services is short-sighted. It is his opinion, from the President's view, that administrative expertise at the departmental and divisional level to attract, hire, and retain qualified part-time faculty members, is lacking. He goes on to discuss the President's role with the major groups of part-timers enumerating the critical issues and makes suggestions for improving conditions. Staff development, salary and tenure are discussed.

Head, Ronald B. "Legal Issues Relating to Part-Time Faculty Employment." Occasional Paper Thesis No. 6. Virginia University, Charlottesville, Center for Higher Education (March, 1979). ED 174 060

Using a study of part-time college employment done nationally, a review of recent legal developments including the right to some degree of job security, equal compensation, due process and collective bargaining is discussed and clarified.

"Higher Education Faculty: Characteristics and Opinions." NEA Research Memo (June, 1979). ED 174 154

A 1978 NEA national survey of college faculty done to obtain current information and opinions about employment activities, conditions and characteristics yielded data about median age, types of degrees, the median work times per week, the median teaching load and counseling duties. The survey pointed out the concerns of low morale, constraints on academic freedom, the need for improvement in procedural due process and an alarming concern about the number of part-time faculty members used in higher education.

Hine, Peggy A. and Janina C. Latack. "The Paradox of the Part-Time Professional." Journal of NAW DAC (Spring, 1978): 98-101.

This article deals with the paradox of increased use of part-time professionals, predominantly female, who fill roles in teaching, academic advising, and mid-level administration, but

who are denied the status commensurate with their contribution. It is stated that if part-timers continue to see themselves as "less than full professionals", they will continue to be exploited. The United States Department of HEW statistics on part-time employment are included. Benefits of part-time positions to the institution and the individual are discussed as well as recommendations for resolving the paradox - such as more research data, more creative approaches to the problems, re-education in thinking creatively about part-time employment and needed legislation.

Kerwin, Jeffrey. "The Part-Time Teacher and Tenure in California." Golden State University Law Review v10 n2 (1980): 765-803.

In 1979 the United States Supreme Court refused to review a 1977 decision of the California Supreme Court which upheld the constitutionality of a state law allowing classificaiton of part-time teachers as temporary employees for a continuing and indefinite period of time. The author was the plaintiff in that case. Explanation of his legal position based on prior case law establishing due process rights for part-time teachers and the court's unsupported ruling that reclassification from temporary status need not be made because he did not serve the complete school year, is the theme of the writer's admitted critical analysis of that decision.

Landers, Marilyn G. "Part-Time Faculty: Their Responsibilities and Their Effectiveness." An excerpt from the Annual Report to the Texas Association of Junior and Community Colleges (June, 1979). ED 180 517

Abstract of annual report to the Texas Association of Junior College Administrators concluding that there were no studies comparing quality of full and part-time faculty; that evaluations of the part-time faculty were not made on any objective basis and, therefore, the results were indeterminative. The research also tried to find the most effective use of part-time teachers and found that they often provided a specialized expertise and allowed for flexible class scheduling. Finally, an inquiry into the different repsonsibilities of full and part-time teachers determined that part-timers get paid less for fewer responsibilities and get fewer benefits.

Leslie, David W. "Current Perspectives on Part-Time Faculty." AAHE-Eric/Higher Education Research Currents (November, 1978) ED 165 511

Arguments for and against using part-time faculty are presented along with discussion on the different categories of part-timers. Among the advantages of having part-time faculty are: bright young people work and are not lost due to a surplus of Ph.D.'s, people with family repsonsibilities can work part-time, and retirement can be phased in to the picture. Arguments against the use of part-time faculty include the fact that established faculty and their unions may view this group as a threat to their own economic security. Other concerns that are discussed include accreditation, teaching quality, rights to employment security, equal compensation, and access to full-time faculty bargaining units.

Lhota, Robert L. "Multidimensional Model: Adjunct Staff Development." Report from the Council of North Carolina Community and Junior Colleges (1976). ED 180 510

Background, rationale and implementation of a staff development model for both full-time and part-time faculty is discussed. Cost effectiveness is a major consideration in this model. The use of Learning Center facilities is mandatory. The results of a survey of member institutions is discussed. A major finding is the need for development programs for part-timers. The report also reviews professional development models proposed during the past twenty years with analyses. An alternative multidimensional model to be implemented through the use of Teaching Centers established through Learning Resource Programs and its application to part-time faculty development is explained.

Long, Edward J., Jr. "Analysis of Professional Development Needs of Part-Time Continuing Education Instructors at St. Petersburg Junior College." Ed.D. Dissertation, Nova University (1972). ED 162 678

A survey of 125 instructors at St. Petersburg Junior College yielding an 82% response rate resulted in a showing that, among other things, it was becoming increasingly apparent that part-time faculty needed to be recognized as an important and integral part of the teaching staff. The survey was conducted to determine the needs that had to be dealt with in future planning.

Lowe, Elizabeth B. and Alton L. Taylor. "Part-Time University Faculty: An Analysis of Work and Salary Cost." A paper presented at the Annual Forum of the Association for Institutional Research (May, 1979). ED 174 109.

A comparison of the cost and work load of part-time versus full-time university faculty conducted at five public universities in the southern United States using three categories comprised of various subdivisions concluded that rather than constituting 20 to 25% of the total faculty as had been reported elsewhere, the actual count at these universities was only 6%. All institutions made use of the part-time faculty depending on their specific need but at a lower cost regardless of whether the comparison was made on an hourly wage or instructional load cost.

McDougle, Larry G. "Orientation Program For Part-Time Faculty Members." Community College Review (Summer, 1980) v8 n1: 20-23.

The need for a part-time faculty orientation program is discussed. A rationale is given: the orientation is needed to instill a sense of belonging to part-timers as well as the practical aspects of acquainting adjunct faculty with grading systems, library and support services guidelines for preparing a course syllabus and the use of textbooks, understanding the student evaluation form, and payroll information. The author feels this program, if undertaken by colleges can help build a meaningful relationship between part-timers and full-time staff as well as between part-timers and the entire academic community.

Parsons, Michael H. "Future Directions: Eight Steps to Parity for Part-Time Faculty." In M. Parsons (Ed.), New Directions for Community Colleges: Using Part-Time Faculty Effectively n30 (1980): 85-88

Old teaching strategies will not meet the needs of students or part-time teachers. The author states that "the practices of higher education are increasingly incompatible with our purposes". After discussing a comprehensive literature search on the subject, the author recommends an eight-step plan to develop the potential of part-time faculty. The steps are as follows: 1) movement from a passive to an active stance in obtaining the best part-time faculty is essential, 2) a contact must be developed that articulates college requirements, 3) a system must be designed that creates closer parity, 4) needs analysis and targeted recruitment to achieve sex equity, 5) the development of a support services/ communications network is recommended, 6) an evaluation design that provides review to part-time teachers, 7) part-time faculty need to serve as valuable links with the community and 8) the development of college/state cooperation to foster part-time faculty development is required.

Parsons, Michael H. "Part-Time Faculty: A Statewide Model for Development." Paper presented at the Northeast Regional Conference of the National Council for Staff, Program and Organizational Development, Mt. Laurel, New Jersey (November 17, 1978). ED 161 484

A staff development program for part-time teachers first designed and implemented at Hagerstown Junior College in Maryland, became the basis for the discussed model. An interest inventory was included and workshops were held focusing on the five greatest concerns of part-time faculty members. Workshop topics consisted of: developing performance objectives, developing effective lecture techniques, increasing student motivation, diagnosing teaching-learning problems, an using group process skills in the classrooms. These workshops were videotaped for use on campus as a starting point for initiating staff development activity.

Parsons, Michael H. "Realizing Part-Time Faculty Potential." In M. Parsons (Ed.), New Directions for Community Colleges: Using Part-Time Faculty Effectively n30 (1980):47-53.

Increasingly the new college clientele are being taught by part-time faculty. Part-time faculty development therefore becomes a top concern. The need to integrate part-timers into the instructional design of the two-year college is critical. A faculty development model was developed at Hagerstown Junior College in Washington County, Maryland. It is composed of six parts: recruitment, orientation, communication, support services, an instructional clinic, and evaluation. Each component addresses a need described in a survey conducted to determine how the college could assist part-timers in becoming more effective teachers. The point is made that as the needs of the participant and directions of the college change, modifications will be made.

"Part-Time Faculty Employment." A Project on the Status and Education of Women for the Association of American Colleges (April, 1976). ED 167 022

This project is a discussion of three types of part-time faculty appointments, how they are distinguished, and their use in creating shared positions and split contracts based on various policies used by colleges and universities. The report reveals that the use of part-time faculty creates some distinct advantages for those faculty but provides a problem in that the particular manner of treatment accorded them, particularly women, might be considered discrimination. Rights and responsibilities of the part-time faculty members are discussed as well as their future use.

Persinger, Garnet R. "Professional Development for Part-Time Faculty." A research and demonstration project conducted for the Council for North Central Community and Junior Colleges - West Virginia (April, 1977). ED 168 664

This report details a four step research-survey project used to produce a professional development program for part-time faculty. The initial step involved the use of a literature search needed to determine needs, characteristics and successful programs. The second step was a nationwide survey of community colleges used to determine various general characteristics including salary, hours taught, the members of full-time and part-time faculty and whether a faculty development program existed. Step three was a survey of West Virginia adjunct faculty to identify future development activities. The last step presents the proposal for the program.

Pierce, Harmon B. and Rosemary T. Miller. "Burlington County College: Development Program for Adjunct Faculty." In M. Parsons (Ed.), New Directions for Community Colleges: Using Part-Time Faculty Effectively n30 (1980):37-45.

The authors describe a staff development program for adjunct faculty at Burlington County College, a community college in central New Jersey. The point is made that colleges in some states are obligated by law to provide a staff development plan to complement and strengthen performance evaluation policies. The basic plan of the faculty development program was to acquaint part-time faculty with: organized training activities, support for education, travel

and other professionally enriching activities, incentives for faculty development of instructional materials, Instructional Development Center, professional library collection, Division of Learning Resources and other personnel supporting faculty development efforts. The program has proven to be very effective.

"Report of the Task Force on Temporary Faculty." California State University and Colleges, Long Beach (December, 1977). ED 165 642

A Task Force on Temporary Faculty study is presented addressing the utilization of full- and part-time temporary staff in the California State University and Colleges. The study attempted to gather data, analyze it and identify problems. It is presented in five sections. The first describes the recent increase in temporary faculty and discusses the reasons for this. The second section addresses terms of appointments and job secruity. It is recommended that part-time faculty receive year-long appointments. The third part deals with part-time status and conditions of work. The fourth is a summary of the conclusions and recommendations of the task force and the fifth section is a set of appendices containing statistical data on the extent of use of part-time faculty.

Sillman, Donna. "Sources and Information: Using Part-Time Faculty Effectively." In M. Parsons (Ed.), New Directions for Community Colleges: Using Part-Time Faculty Effectively n30 (1980):89-100.

This article reviews much of the current ERIC references concerning part-time faculty. The following positive aspects are stated: scheduling flexibility, potential savings, curricular flexibility, and the opportunity to use part-time employment as a means of beginning a career in post secondary teaching. There are problems cited such as: lack of formal hiring procedures, no long-term commitment to the institution, unresponsive teaching resulting from inadequate evaluation and little provision for student contact, and low faculty morale. Characteristics of part-time faculty are included along with a discussion on salaries, recruitment and orientation, staff development and evaluation procedures. Many references are cited.

Smith, Milton L. "Part-Time Faculty in Private Junior Colleges." Study made at Southwest Texas State University (November, 1981) San Marcos, Texas. ED 211 141

This study was undertaken in the spring of 1981 to determine the status of part-time faculty in private, two-year colleges. It produced the following results: 1) 99% of the one hundred seventy colleges involved (eighty-four church-related colleges, seventy-six independent, non-profit colleges and ten independent, profit colleges, participated) employed part-time faculty, 2) business was the area most frequently using part-timers, 3) 45% indicated the average load

was one course per term, 4) 71% provided part-time faculty with office space, 5) 10% of the respondents awarded equal benefits to part- and full-time instructors, 6) 83% of the colleges evaluated part- and full-timers on the same basis, 7) 52% reported that most part-timers were employed full-time elsewhere.

Smith, Richard R. "Can Participatory Programs Realize Part-Time Faculty Potential?" In M. Parsons (Ed.), New Directions for Community Colleges: Using Part-Time Faculty Effectively n30 (1980):17-25.

Richard Smith looks in depth at inservice programs for part-time faculty. He discusses needs-assessment, handbooks for part-timers, workshops and joint professional development efforts for faculty members. This discussion is in response to his statements of need for the part-timer to have access to course syllabi, better orientation programs, and participation in valid and continuous evaluation of his performance. He states the biggest problem is not the justification of the need for such inservice programs, but the lack of response to the needs of the growing numbers of adjunct faculty.

Spofford, Tim. "The Field Hands of Academe." Change (November-December, 1981):14-16.

Included in this article is the point that part-time or "adjunct" instructors, fall into two categories, one seeing itself as an exploited academic underclass, the other enjoying the freedom of or having an interest in "moonlighting" either for enjoyment or as a supplement to a full-time income. The author gives several case studies in each area. He also summarizes interviews with full-time faculty on the subject. Pointed out is the fact that many part-timers are satisfied with the status quo and do not wish to be treated like full-timers. Noted is the existence of a part-time faculty hierarchy in which further discrimination - based on sex - occurs.

St. John, Edward P. "Academic Discipline of Instruction/Research Employees in Missouri State/Supported Higher Education Institutions, 1978-79." Research and Planning Series Report. (October, 1979). ED 180 343

The status of instruction/research employees in the Missouri state-supported higher education institutions during 1978-79 was examined. Status was examined with regard to numbers of full-time and part-time employees as well as percentages with and without tenure. The University of Missouri, state four-year institutions and state two-year institutions are included. The use of part-time faculty was more extensive in professional fields and in the two-year institutions. It was suggested by the report that there could be an excessive use of part-time faculty in some discipline areas.

Stapp, Joy, and Robert Fulcher. "Preliminary Results of the 1979 Doctorate Employment Survey." Survey by the American Psychological Association (October, 1980). ED 198 770

The article reports preliminary results of the first survey employing the use of detailed data provided by members relative to employment. The major areas of full-time emplcyment are located in university and community mental health centers while part-timers have as their principal employment positions in hospitals or other human service fields. Earnings information of those employed in the field at least thirty-five hours per week reflected that higher salaries are derived in independent practice, business and government while the lowest are found in the scholastic setting.

"The Status of Part-Time Faculty." Academe: Bulletin of the AAUP 67 nl (February-March 1981):29-39.

This report was prepared by a subcommittee of the AAUP's Committee on Academic Freedom and Tenure in 1980. It discusses the role of the part-time faculty member in institutional life, their participation in academic governance, their entitlement to particular provisions of due process and their eligibility for tenure. Background information is given and two concerns are expressed - that part-time faculty not be exploited and that they not be engaged to replace full-time members with a result

that would undermine the protection of academic freedom. A discussion of the divisions of part-time faculty is included - part-timers who would prefer full-time positions, those who work part-time with no full-time employment, those who work full-time elsewhere, and retirees. Recommendations are made in the areas of tenure, security of employment, academic governance, and compensation and fringe benefits. Comment is made that implementation of many of the recommendations would result in increased costs to the college but it is felt that implementation would benefit the academic enterprise as a whole.

Tuckman, Barbara H. and Howard P. Tuckman. "Part-Timers, Sex Discrimination, and Career Choice at Two-Year Institutions: Further Findings from the AAUP Survey." Academe: Bulletin of the AAUP v66 n2 (March, 1980):71-76.

The increase in the proportion of part-timers at two-year institutions far outnumbers those at other institutions of higher education. Despite the expanding part-time ranks, most institutions treat their part-time faculty as "outsiders". This paper explores the question of whether sex discrimination exists among part-time faculty at two-year institutions. Findings substantiate that female part-timers are discriminated against as is seen in lower salaries and employment conditions. Women are less likely than men to be able to obtain full-time academic teaching positions. Several tables are included showing personal characteristics of part-timers (all at two-year institutions), wages of faculty, select job-related characteristics of part-timers, and measures of willingness and opportuniites to move among part-timers.

Tuckman, Howard P. "Part-Time Faculty: Some Suggestions of Policy." Change (January-February, 1981):8-10.

The problems of part-time faculty are addressed with attention given to credentials, lower cost instruction, the question of substitutability (of full-time, other than teaching, job experience) and quality of instruction by part-timers. The author gives suggestions for more effective use of part-time faculty and discusses the future of part-time positions.

Tuckman, Howard P. and William D. Vogler. "The Fringes of a Fringe Group: Part-Timers in Academe." Monthly Labor Review II (November, 1979):46-49.

This article explores the fringe benefits (retirement, disability, health and life insurance) that part-time faculty receive as compared to benefits received by full-timers. The authors break part-timers into seven groups - semiretirees, students, involuntary part-timers, moonlighters, homeworkers, multiple part-timers, and others, and explore lessened benefits as they affect each of these groups. Tables are provided.

Tuckman, Howard P. and Barbara H. Tuckman. "Who Are the Part-Timers and What Are Colleges Doing for Them?" Current Issues in Higher Education n4 (1981):4-7.

The background and classificaiton of part-time faculty is discussed. Part-timers are divided into seven categories, labelled: full-mooners, students, hopeful full-timers, homeworkers, semi-retired,

part-mooners, and part-unknowners. Benefit programs, grievance procedures, changing educational demands and retrenchment are addressed. The issues of how to ensure the integrity of a program (using part-timers extensively), how to preserve an interest in student needs, and how to maintain faculty interest in governance are mentioned. The authors cite strong leadership and good communication as the key to utilizing part-timers effectively. Student advisement is also discussed, and a prediction for the year 2000 concerning the use of part-time faculty is made. The note is made that if a program involving part-time faculty is to be successful, institutions must commit themselves to more formal hiring and evaluation criteria for part-timers.

Walker, Margery. "Part-Time Faculty Are Unique." Monograph No. 1, Stockton, California (1979). ED 191 531

The author feels the part-time faculty member to be in a unique position to offer variety in programming, lower costs to the college, to provide new rapport between the college and the community, and increased responsiveness to the needs of non-traditional, part-time students. Given this unique role, it is unrealistic to expect these professionals to shoulder an increasing amount of the burden of student advising and curriculum development. It is unrealistic to expect the part-timer to have

time for or interest in negotiations concerning institutional matters beyond their own teaching assignment. It is also felt unsound to base part-time faculty renumeration on full-time criteria such as research effort and community service. The point is made that while part-timers should be given basic information concerning their responsibilities, colleges should limit their non-instructional responsibilities thus preserving their unique role.

Yang, Shu-O Wu and Michele Wender Zak. "Part-Time Faculty Employment in Ohio: A Statewide Study." Kent State University and Ohio Office of Human Resource Utilization (1981). ED 205 140

A study of the nature and characteristics of part-time faculty members in Ohio was conducted based on a survey of twenty institutions including four-year public and private and two-year community colleges. Responses came from both administrators and part-time faculty. The most important issues from the administrators' perspectives included: reasons for hiring part-timers, advantages and disadvantages, and projected trends. Issues addressed by part-time faculty members included: the nature and scope of part-time teaching, rank, tenure, evaluation, average salaries and determinants of salaries, fringe benefits, support services, full-timers' attitudes toward part-timers and job satisfaction.